

EXAMPLE 1: SCHOLARLY PAPER

Year 4 writing assignment in nursing (30% mark value)

Separate document from course outline – posted on eClass Week 2

Background

Historically, Registered Nurses (RN) were viewed as non political, but today political awareness/ action and social justice are increasingly necessary for sound nursing practice. RNs practice within a complex health care system that is progressively advancing. More than ever, RNs are in a position to take on the leadership role in focusing on the health care needs of the general population.

Assignment

Using the Thomas or the Carrie and Scott scenario as a basis, identify an issue and describe how a practicing RN could demonstrate leadership through social-political action in addressing the issue.

Guidelines

Length: 1250-1500 words (not including abstract or reference list), 12-point font, double spaced, with 1" margins.

Value: 30% of the final course mark

Due date: at the beginning of [REDACTED] FRS on March 12, 2012.

Citation Style: *Publication Manual of the American Psychological Association* 6th edition.

Late papers: 10% grade reduction per day for papers handed in late without prior consent of the tutor.

Marking: The paper will be marked according to the Guidelines for Evaluation of Scholarly Paper - [REDACTED] 7 EClass site.

References: Cite **at least** 6 references from credible and recent sources (within the past 10 years) to support your ideas. 50% of references should be from primary sources from peer-reviewed literature; 50% should be from nursing sources.

EXAMPLE 1: SCHOLARLY PAPER**“General Guidelines for Evaluation of Scholarly Papers”****Included in Course Outline (last page) and posted on eClass**

Outstanding 28 - 29 - 30	Extraordinary and creative writing ability demonstrated in development and presentation of ideas. Outstanding integration of theoretical and/or empirical knowledge. Consistent identification of salient argument(s) throughout. Objective application of evidence and reasons to support warranted, justified conclusions and appropriate generalizations in relation to the topic. Grammatical presentation and APA format require minimal revision.
Excellent 25 - 27	Excellent writing ability demonstrated. Paper has structure and is well-organized. Identifies relevant ideas. Creative and thorough integration of theoretical and/or empirical knowledge with own ideas. Thoughtfully evaluates alternative points of view. Draws warranted conclusions. Grammatical presentation and APA format require minimal revision.
Very Good 21 - 24	Sound writing ability evidenced. Structure and organization of paper is appropriate. Integration of theoretical and/or empirical knowledge is evident. Accurate interpretation of evidence, statements, graphics, and questions related to the topic, allows for identification of most key ideas. Thoughtfully evaluates major alternative points of view. Justifies conclusions appropriately. Grammatical presentation and APA format require a few revisions.
Good 18 - 20	Generally well written with a few specific areas regarding structure and/or organization requiring improvement. Integration of theoretical and/or empirical knowledge with own ideas is evident in the identification of key ideas. Identifies some alternative points of view. Offers some relevant supporting evidence for ideas. Draws conclusions. Explanation of assumptions and reasons for conclusions is attempted. A few incorrect grammatical structures and spelling errors evident. APA format requires some revision.
Satisfactory 15 – 17	Acceptably written with several specific areas regarding structure and organization needing improvement. An attempt to integrate theoretical and/or empirical knowledge with own ideas is evident. Identifies a few key ideas, however information is incomplete and/or superficial. Little evidence of analysis or evaluation of alternative points of view. Draws a few conclusions. Explanation of assumptions and reasons for conclusions is inadequate. Several incorrect grammatical structures and spelling errors are present. A number of APA format errors occur throughout the paper.
Fail 1 – 14	Writing demonstrates inability to fully carry out assignment directions. Organization and scope of ideas are inadequate. Poor integration of theoretical and/or empirical knowledge with own ideas. Little evidence of analysis or evaluation of alternative points of view. A few conclusions are drawn.. Justifies conclusions with superficial explanation of reasons or draws unwarranted or fallacious conclusions. Incorrect grammatical structures and spelling errors evident. Minimal evidence of APA format.

EXAMPLE 1: SCHOLARLY PAPER**“CHECKLIST: does your paper include all that it should?”****Created by course lecturer/instructor – posted on eClass in week 2**

CONTENT	
<u>Title Page</u> Title, running head and Student ID (no names) Word count: 1250-1500 <u>Abstract</u> Will the reader know what to expect in your paper? Concise summary of the key points of your paper between 150 and 250 words. list keywords from your paper <u>Introduction</u> Appeals to reader Sufficient background to establish importance of topic Clear thesis statement Outline of paper <u>Body</u> Relevant definitions provided. Brief description of the issue Clearly identifies main points of the topic and perspective being presented. Supports evidence appropriately and effectively. Ideas are logically presented, convincing, and demonstrate comprehension of the central issues. Critical thinking/analysis and creativity are demonstrated. <u>Conclusion</u> Presents an effective summary of key points and a clear point of view. Word limit 1250 to 1500	
ORGANIZATION & APA STYLE	
Consistent writing style: uses active voice rather than passive, 1st person used appropriately no grammar/spelling errors. APA format is consistent and correct throughout paper. A minimal number of direct quotes/ Good use of headings Paper flows in a clear, concise, and logical manner. References are current and/or directly related to the paper topic. Includes a minimum of six references, 50% from nursing sources, 50% or more from peer-reviewed literature. Citations are correctly acknowledged	

EXAMPLE 2: REFLECTIVE JOURNAL

Year 2 writing assignment in nursing (no mark value)

Included in Course Outline given on first day of class

A formative and written summative Evaluation of Nursing Practice will be completed by the student and the tutor. This is a Pass/Fail.

This will be accomplished through observation assessment and evaluation of the student during nursing practice. Evaluations will be made by the tutor and may be supplemented with input from peers, the staff of an agency, and the client(s).

- To encourage the development of self-reflective practice, it is recommended that reflective practice, nursing care and learning plans be evaluated through discussion during the clinical day and post conference.
- As part of the course a portfolio is kept. A portfolio is a collection of the student's experiences as a student Community Health Nurse. The portfolio is a means to describe and illustrate the learning process through the course. It will be handed in at the end of the course. The format is individualized as it's an opportunity to present learning progress in a creative way. A suggestion is that is assembled in a small binder or holder with section dividers. The portfolio is comprised of practice reflections, copies of any **products** produced during your community practice and includes a reflective journal (Appendix A).
- The evaluation also includes engagement in health promotion activities by the students. Health promotion activities are jointly planned with the clinical tutor and can be agency, tutor or student initiated. Each health promotion activity should include an assessment and evaluation component. The format of the assessment and evaluation is individualized and negotiated between tutor and student and may include written submissions.

Appendix A Journal of Reflective Practice

A Journal of Reflective Practice reflects a response to specific guiding questions posed by the tutor. The tutor will provide guided questions. Questions are related to the application of theory to practice and encourage the student to critically reflect on their clinical experience. The reflective journal provides ongoing practice reflection to ensure accountability, theoretical application, and critical reflection of community health nursing standards. Tutors may ask for written or verbal journals.

Expectations for each journal entry are:

1. Use APA 6th edition to format your journal and references.
2. Journal entries should draw primarily on clinical experiences. However, journal entries need to be supported through using evidence from the literature. Literature incorporated must be included in a reference list.
3. The Journal is a component of the ENP and journal entries can be used in the self evaluation component of the ENP.

EXAMPLE 2: REFLECTIVE JOURNAL

General guidelines for writing the reflective journal

Created by “course coordinator” – posted on eClass

Reflecting on My Practice

Name: _____

Date: _____

Reflective practice notes

You may find it helpful to continue to use this worksheet as a format for a journal. Please reflect on a case that went particularly well this week as well as a situation that was more difficult for you. This analysis will help you identify strengths or areas to work on in your practice.

- **Description of a situation**

What happened? (To ensure confidentiality, initials or a description should be used.)

- **Analysis of situation**

What went well? What did you find difficult? What surprised or puzzled you? How did you feel? What would you do differently in the future? What do you need to know to assure a better outcome?

- **Which nursing practice competencies apply?**

- **Identification of strength or area to work on in your practice**

Did my practice meet the nursing practice standards? What area do I need work on in my practice

EXAMPLE 3: COMMUNITY PRACTICE PROJECT

Year 1 writing assignment in nursing (60% mark value)

Included in Course Outline given on first day of class

All students will be involved in an aggregate, community or population-level intervention. The first group of students (6W1) will be involved in assessment and planning; the second group of students (6W2) will be involved in implementation and evaluation of a community practice project. Each section of students will present the outcome of their part of the project to their counterpart section for the same agency. The assignment will be evaluated (see details in Appendix C) as follows:

- **A presentation.** This will be a group (section) presentation and will involve self, peer, and tutor evaluation.
- **A project report.** This will be a group report to the community and includes an introduction to the project, project material, and supporting documents.
- **A written submission.** This will be an individual submission to include the elements described in Appendix C, evaluated by your tutor.

Note: Appendix C not included in this handout.